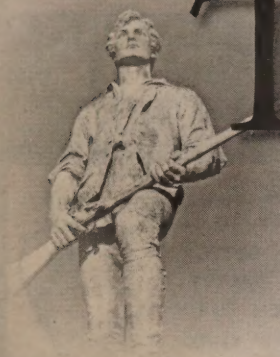
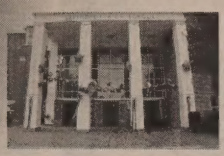


The Musket

LEXINGTON HIGH SCHOOL'S STUDENT-RUN NEWSPAPER SINCE 1969



Happy 300th, Lexington!
In honor of Lexington's tercentennial, The Musket has devoted a special section to commemorate the celebrations.
[turn to page 4, 5]

Wrapping Them Up
Outside of school, Eamonn Sheehan leads the way toward athletes' recovery after sports injuries.
[turn to page 8]

Volume LIV Issue I— Oct 2012

District reduces bus fees to increase ridership

■ **Stephanie Yin**
Staff Writer

In an effort to increase bus ridership this year, the Lexington Public Schools' system has reduced school bus fees from $550 to $300.

The result has been a 25 percent increase in ridership from last year, with more than 500 Lexington High School students now riding the bus to school.

The decision to lower bus fees was made last April when a Town Meeting approved a citizens' request for funding to subsidize the cost for students to ride the school bus.

For years, the Lexington Transportation and Safety Study Committee has aimed to increase bus ridership and reduce car trips to and from schools. Previously, the committee conducted surveys on the issue in which many parents indicated they would put their students on the bus if the fees were lower.

"The town is funding a risk," said Mary Ellen Dunn, assistant superintendent of LPS' finance and business operations. "We're not running a profit. This is the first year we've been able to do this. We're trying to cover our costs as well as provide a good service for students to the best of our ability."

The increased school bus accessibility may help reduce the daily backlog of cars and thereby decreasing the number of students who arrive late to their first-block classes because of dependence on individual rides.

"It's so important to get kids to school efficiently and on time," said Dunn. "It's a value statement as a community if we can be green as well. That Lexington promotes all forms of public transportation — that's the message we want to send."

LPS plans to work with other community transportation systems like Lexpress to provide greater accessibility to public transportation for students.

"The district is working to reduce the carbon footprint by encouraging more students to use the school bus and/or Lexpress, rather than driving to school," said

[BUS, page 7]

Staff photo by Arman Bilge

School buses line up in front of the LHS entrance as students board for their ride home after school. More students have begun to ride the bus after the fee reduction.

Food service receives mixed reviews from student body

■ **Josh Karnofsky**
News Editor

This fall, Whitsons Culinary Group replaced Chartwells as Lexington Public Schools' new food service provider.

Chartwells' contract expired last spring, initiating the change, and recent health legislation on the national level prompted the school system to make the switch to Whitsons.

"Due to the new nutrition regulations from the Healthy Hunger-Free Kids Act of 2010 and the newly adopted [regulations for food and beverages in public schools],

[FOOD, page 7]

Students named members of high school creative arts magazine advisory board

■ **Hoda Yehia**
A&E Editor

Two Lexington High School students, Pavitra Chari, a senior, and Alison Cameron, a junior, have been named members of the Student Advisory Board of The Marble Collection, a Massachusetts creative arts magazine, this year.

Founded in 2008, the nonprofit magazine is "the only statewide, biannual print and digital magazine of the arts for and by Massachusetts secondary students," wrote Deanna Elliot, executive director of TMC Inc., in an email. The organization serves the state's high school community as well as various middle schools by publishing students' literary and artistic work, ranging from short stories to videos and music.

"TMC emphasizes the importance of creative cultivation as it pertains to educational achievement, social development and collegiate and career success," wrote Elliot.

To help foster this creative growth, the organization chose high schoolers from across the state to become member of the magazine's student board.

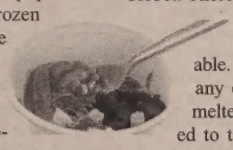
The SAB consists of eight members who attend biweekly meetings online, chosen "for their dedication to the revival of the arts in the Massachusetts high school community," wrote Elliot. "[The SAB members] serve as their high school's liaison and give direct feedback on

[MARBLE, page 7]

Froyo Frenzy: Frozen yogurt shops in town center are put to the ultimate test

■ **Anisa Haque**
Staff Writer

Within the past year, Lexington's options for where to get a sweet treat have skyrocketed. Two new frozen yogurt stores have joined Rancatore's, the popular ice cream and frozen yogurt store since 2004, in Lexington Center.



Fruitée Yogurt and Orange Leaf opened their doors earlier this year in March and June, respectively. With three shops to now choose from, it's tough to decide just where to get that frosty dessert. To assist the uncertain customer, I conducted a taste test on a comparable product — chocolate frozen yogurt — among the three stores.

Rancatore's:

I first stopped by Rancatore's, the well-loved Lexington classic. Here, the chocolate frozen yogurt was one of 25 available flavors of ice cream, frozen yogurt and sorbet. There were four sizes of cups or cone options available. As for toppings, any choice, whether melted or solid, added to the final cost of the treat. My chocolate frozen yogurt could have been used in other desserts, too — perhaps blended in a frappe or made into a sundae — but I kept it simple with a cup.

The chocolate frozen yogurt wasn't fantastic. It lacked the depth of flavor that I expected from a chocolate treat; however, this doesn't reflect on Ranc's products as a whole. This Lexington classic is better known for its savory ice cream and variety of desserts than for its frozen yogurt. Other flavors like mint chip or hydrox cookie are unique options to satisfy your chocolate cravings. Aside from cones, cups, frappes and sundaes, Ranc's also offers hot chocolate during the wintertime and cookies and cakes year-round. Its selections are endless.

Fruitée Yogurt:

Next stop was Fruitée Yogurt, an understated frozen yogurt shop tucked away in a corner of the Center. I filled a large cup halfway with dark, creamy chocolate frozen yogurt before moving to the counter. I added

[FROYO, page 7]

Questions? Comments? Email us at musketnews@gmail.com

Chick-fil-A's CEO Cathy crosses the line with controversial statement

■ Brianna Lavelle
News Editor

Earlier this summer, the CEO of Chick-fil-A, Dan Cathy, defended his anti-same-sex marriage views, saying that he supports a so-called "traditional family," one that follows "the biblical definition of the family unit." Does this sound familiar to you?

In the late 1800s, anti-women's suffrage advocates justified their beliefs on the premise that increasing women's rights would destroy "traditional" family structures, leaving homes in disarray and weeping children motherless. In the 1960s, anti-blacks' rights advocates justified their views based on age-old stereotypes that labeled those who are different as inferior.

It seems that history isn't all that fickle — it's like your parent reading you a children's book and you then growing up and conveniently forgetting all the lessons learned and why they mattered. There isn't much difference between women's rights, African-American rights and gay rights. These issues are all about identity: who you are and what you stand for and personhood.

Since that fateful Chick-fil-A statement in July, some have harkened to the restaurant's defense, arguing that opposition to same-sex marriage is a matter of opinion to which people are entitled under the First Amendment's protection of free speech. This is true, but Cathy represents a well-known corporation whose purpose should be to spew chicken products, not prejudice. Protection under the First Amendment doesn't change how appropriate a comment is.

[CHICK-FIL-A, page 7]

Activities Fair
BY JIMMY XIA
IT'S THE START OF A WHOLE NEW SCHOOL YEAR.
I BETTER BE SMART WHEN PICKING WHICH CLUBS TO JOIN!
JOIN OUR CLUB! WE HAVE FREE FOOOD!!
SAVE A SPOT FOR ME!

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2012 - 2013

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Teachers enrich students by expressing political opinions

■ Kyle Harvey
Opinion Editor

It's election year 2012. You're sitting in history class and, naturally, the news-dominating contest between Obama and Romney ignites into class discussion. Your teacher artfully wiggles through, just short of strangling the facts in a successful attempt to mask his or her own opinion from the class.

This is the ethical standard to which Lexington High School teachers hold themselves. They have the wrong idea.

As I understand it, there are no laws, codes or greater authorities dictating that teachers cannot share their political views, here at LHS and in the United States. We live in a nation founded on the very principle of freedom of expression, yet our teachers routinely suppress their own right because of a systemic belief that teachers impressing their political opinions on students is "inappropriate."

As students, we can know our teachers' favorite sports teams, personal interests, even views on school policy, but not their political affiliations. What makes politics so untouchable?

Teachers send a disingenuous message when they perpetuate that some opinions should only be shared with some audiences some of the time.

On the one hand, teachers undermine themselves by not acknowledging that their political views are part of who they are and that they, like anyone else, deserve to share these perspectives with as many people as possible. On the other hand, in withholding their political opinions, teachers are implying one of two things to students: either that students are not worthy of participating in the same debates that take place in the teacher staff room, or that current politics and leaders are not worthy of the same judgments afforded to the historical events and names that reside in our textbooks.

After speaking with Larry David, a U.S. history teacher, I have a better understanding as to why teachers are so hesitant to espouse their political views. David stressed that the unequal power relationship between students and teachers remains a huge factor in teachers' political silence.

"I give students grades, write them recommendations and have the potential to affect their future," he said.

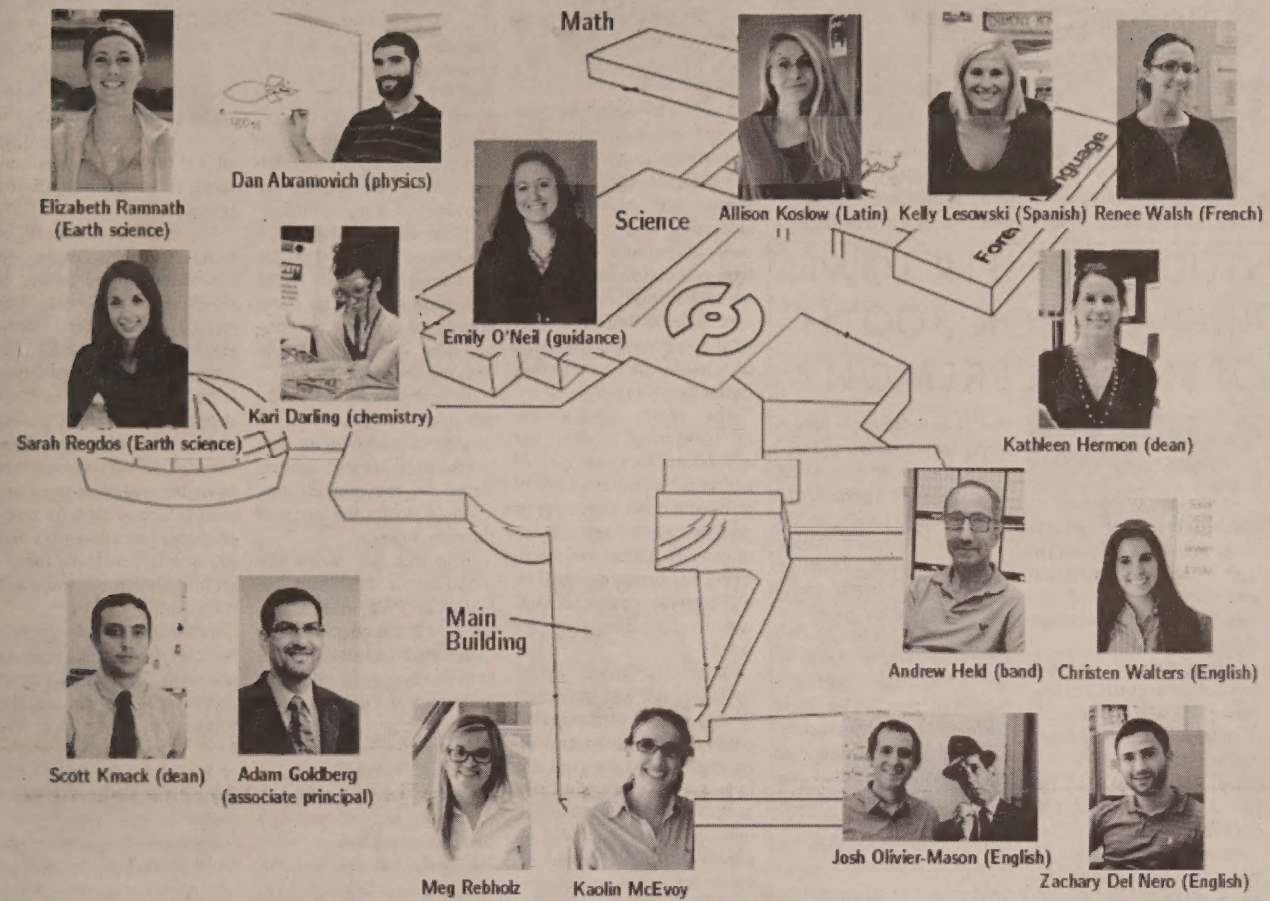
The underlying issue is that students have been conditioned to weigh a teacher's judgments differently than they would a stranger's. David said he would like his political leanings to prevail, but it is more important to him that students develop and corroborate their own conclusions.

Given this sensitive relationship, I amend that sharing any opinions in any way should be handled with caution. Teachers should not, for instance, abuse their authority in rigidly enforcing their views. I will even go so far to say that it seems unnecessary for teachers to share their political views with young children who may blindly follow (although I doubt it would be harmful in the long run).

But there is no excuse as to why teachers shouldn't expose high-school students to a diversity of perspectives. Teach-

[POLITICAL, page 3]

New Faces:
Meet the newest faculty members of LHS!



LHS Campus Map Courtesy of Lexington Public Schools
Teacher Photos by Arman Bilge
Design and Illustration by Greg Hines and Josh Karnofsky

collegebored

Buckle up for a crazy college application ride

■ Matt Lee
Columnist

The Essay. Supplements. Scholarships. Financial aid. Which schools do you like best? Are you applying early? Or taking a gap year? The suburbs? Or the city? How many visits can you fit in one weekend?

Oh yeah, and, who are you? Please describe in six adjectives. You'd better hope who you are on paper represents you well, because that's all we want to see.

Let's all agree on one thing right off the bat: The college application process was probably made up by a crazy person. He's probably some weird old guy in a stone tower somewhere who hates high school kids, cackling to himself, "I can't wait to see the looks on their faces when they realize how many times they have to list their activities, and then find out that there's a glitch and the Common App doesn't save their work! Hahahahahaaaa!"

I'll concede: It's a difficult and daunting process for colleges to figure out whom to admit. They get thousands of applicants each year and have to take the time to get to know each one before deciding if he or she is a good fit. And the application process has gotten better than it's been in the past.

On those long weekends of sitting in my room writing essay after essay, short answers and supplements, I remind myself that I could have been doing this all by hand, over and over again, one separate application for each school I'm applying to. (How our parents did it, I have no idea.)

If this column hasn't gotten you fired up already, I'm willing to bet you'll soon be discussing at length the downsides of the college process with your friends. But let's stop and think for a moment: What are the upsides?

For one thing, you get to know yourself. If you're a senior and haven't gotten started on your applications yet, one part you can look forward to is the opportunity to finally put into words who you are. Your writing will improve over the course of crafting all these essays, and believe me, it's awesome to see a picture of yourself emerge as you begin piecing the college application puzzle together.

Questions on these applications may seem simple, but your answers can be complicated. The more sincerely you show these intimidating institutions who you are, the better they'll be able to determine whether you're right for their school. Remember, with a few exceptions, most of these schools want you. Rejection (dare I even utter it this early) is less often because you are under-qualified than because the school just doesn't think it can offer what you're looking for.

There's one more benefit to all the standardized tests and little bubbles to fill — we're all in this together. Every one of us eventually will have those nights when we buckle down with some Red Bull, a bag of Funyuns and our laptop to slog through 12 wonderful hours of application dreamland. This fall, we seniors will buckle down with grim determination, and this winter, we'll wait with worry and anticipation for the outcome. But by spring, we can exchange looks of emancipated relief and rejoice as we happily soak each other during that most sacred of senior year traditions: Assassins.

Underclassmen, listen, learn and plan ahead.

Seniors, this is it. It's game time.

We'll make it, but put your war face on and fasten your seat belt, because this semester's going to be a bumpy ride.

POLITICAL - PAGE 2

ers are creating the very problem they are trying to prevent — of students being too impressionable — by not barraging us with viewpoints and controversial discussions.

Imagine if you had never tasted ice cream in your life and then after you graduated from high school, someone suddenly stuck vanilla into your mouth. It probably tasted pretty good, but how would you know that you didn't like chocolate or some other flavor better?

It is vital that students develop their own political beliefs, and we can only do this by having the opportunity to weigh the merit of contrasting perspectives and opinions from peers, parents and teachers. In an ideal world, we would formulate our views based solely off of our own observations of facts and objective evidence. But if politics teaches us anything, it is that we are far from an ideal world.

Staff photo by Geneva Kropper

Brendan Appelman, a junior, and Wyatt Sanders, a senior, work at Lexington's own Rancatore's Ice Cream and Yogurt.

Students Help Town Prepare For 300th Opening Ceremony

■ **Arman Bilge**
Photo Editor

As Lexington opened its 300th anniversary celebrations on Sept. 22, Lexington High School students helped make it all happen, both behind the scenes and on the stage.

The opening ceremony was hosted at both Cary Memorial Hall and LHS' Donald J. Gillespie, Jr. Auditorium, connected through a live video stream between the two stages in a single, synchronized event.

Performing at LHS, the Wind Ensemble provided much of the music for the opening ceremony, with traditional patriotic favorites such as "The Star Spangled Banner," "Grand Old Flag" and "Stars and Stripes."

"Four of the pieces were at the request of the committee," said Jeffrey Leonard, director of the Wind Ensemble and head of the Lexington Public Schools performing arts program.

As the music coordinator and a master of ceremonies for the event, Leonard also recommended a particular version of "America the Beautiful." "It is a really stunning arrangement," he said.

Over the course of Lexington's opening day celebrations, several other LHS musical ensembles also made appearances. Mixed Nuts, a co-ed student a cappella group, drew a large crowd that afternoon at the Country Fair, while the LHS Jazz Combo, under the direction of Andrew Held, performed several jazz numbers at the Fair.

Students contributions to the opening day festivities were not limited to just music, however. At the Country Fair, Monisha Reginald and Paul Zhou, seniors on the Lincoln-Douglas debate team, and Alexander Eriksson and Christopher Van Etten, seniors on the public forum debate team, took to the stage in a display of rhetorical skill and historical knowledge.

"When we heard about Lexington's 300th anniversary, we thought it would be a great project for historical research," said Sara Sanchez, a debate teacher, "so we made it a fourth quarter project."

The debaters researched the history surrounding Lexington's founding and formulated arguments for and against the separation of Lexington from the Town of Cambridge. At the Country Fair, they staged debates emphasizing the political context of Lexington's independence.

"The whole debate was scripted and naturally the side in favor of independence won," said Zhou.

Several LHS students also found ways to volunteer offstage, from helping out with the activities at the Country Fair to filming the day's events for LexMedia. While some volunteered for the community service hours, others felt dedicated to a greater cause.

"Lexington has a lot of opportunities, so it's great to give back to Lexington," said Andrew Wang, a freshman who helped prepare the decorations in Commons II for the Dance Revolution 300, an all-town dance that took place opening night at LHS.

The feeling of giving back through the celebrations resonated with Leonard.

"I feel it is totally appropriate for the Lexington High School music program to be heavily involved in this," said Leonard. "We have received so much support from the community in my 30 years here. This is a very generous way to tell them we are grateful."

New commercial chains diminish Lexington's colonial environment

■ **Catherine Qin**
Editor-in-Chief

Strolling through Lexington Center on a warm afternoon, the average passerby takes in the pleasant sight of grassy greens and bustling brick sidewalks, only to be suddenly affronted by the garish lime-green storefront of the latest franchise in town. Increasingly dotting our Center with sore thumbs, the siege of unwelcome commercialization has only just begun.

The recent proliferation of commercial chains has marred the face and spirit of Lexington. While the ease of going just down the street to grab that pre-made sandwich or quick-fix haircut may be alluring, the damage caused by big business chains far outweighs the convenient upsides.

Outwardly, these establishments are just plain ugly in the context of the town's cozy brick buildings and elegant houses. Lexington has long held a reputation as a historic jewel of New England, with residents and visitors alike consistently commenting on the Center's pleasantly quaint nature and unique attractions. Why let an invasion of icy glass store-fronts, glaring orange signs and brand-bearing litter sully our iconic image now?

More importantly, this inundation of commercial franchises goes against the very ideals of Lexington. For nearly three centuries, high-minded living, historic preservation and sustainable, homegrown businesses have formed the foundations of our community. Historically, Lexington has brandished a reputation for blockading fast-food chains and other commercial giants in order to protect the mom-and-pop shops so popular with the townspeople.

In fact, in the late 1950s, the original proposal that the now-Burlington Mall be built in Lexington was outright rejected on the grounds that it would violate the virtue of the community.

"The shopping center was proposed in 1957 and defeated in 1958, due to the strength of the neighborhood groups that made it their business to advertise [and] reach Selectmen and the community members on the evils the mall would bring: unwanted hooligans hanging around, immense traffic problems, etc.," said Richard Kollen, a U.S. history teacher.

It seems in the decades since, we have begun to stray from the standards so clearly upheld in the Burlington Mall case, allowing insidious chains to aggressively infiltrate our town.

Remind me, why do we need Qdoba when we've got Ixtapa? Panera, when we've got Great Harvest and Avenue Deli? Orange Leaf, when we've got Ranc's? The answer is we don't need them at all, for these franchises only serve to hurt our cherished Lexington.

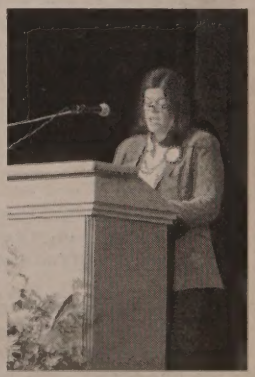
Together, the cohort of business chains caters to our contemporary culture of mainstream uniformity and instant gratification. Rather than revolutionizing Lexington, commercialization is turning us into mindless sheep and impulsively greedy consumers. And be forewarned: The franchises that have descended upon us are merely foot soldiers for powerhouses like Mickey D's and BK, who will certainly threaten to besmirch our town and our values.

While the assault of commercial franchises on our charming Lexington carries detrimental implications, the solution is not so clear. We cannot boycott these stores or forever ban them; the reality is that we cannot avoid them.

However, one plan of defense is certain. In light of Lexington's impending 300th anniversary, we must take care that, in adapting to modern demands, we never forget our roots as a community of historic beauty and self-reliant people.

LHS Involvement in the Town Celebration

Above: Jeff Leonard, the music coordinator and a master of ceremonies for Lexington's 300th anniversary opening ceremony, salutes the families of veterans and active military personnel as the LHS Wind Ensemble performs a medley of the marches representing each branch of the U.S. military.



Right: Writer and LHS alumna Juliette Fay performs a reading in the Donald J. Gillespie, Jr. Auditorium at LHS at the opening ceremony for Lexington's 300th anniversary celebrations.

Staff photos by Arman Bilge

Photo courtesy of Foxlin family

Xyla Foxlin, a junior and Lexington Historical Society tour guide, recounts Lexington's history on the Battle Green.

Tour guides impart town's history

■ **Ellen Meyers**
Editor-in-Chief

As a Lexington Historical Society Battle Green guide, Xyla Foxlin tells the story behind the Battle of Lexington and Concord, giving tourists a taste of history in the moment. Dressed in a black blouse, floor-length skirt, white apron and matching bonnet, Foxlin traces a familiar path as she leads visitors through the Green.

"I like to line people up on the line where the militia was coming," she said. "Then I walk them to the memorial."

Since elementary school, Lexington students have learned about the town's most famous moment in early American history. As an active participant in Lexington's 60-year-old historical society, Foxlin, a junior, is one of many LHS students who take their knowledge of local history to the next level.

"I had to go to all the historical sites and the Liberty Ride [a trolley tour of Lexington] during an all-town training session," said Foxlin. "It was a lot. I got my script and it was four pages long, single-spaced. I thought, 'Oh my God. How am I going to do this?'"

Other students have gotten involved in the town's history in different ways. Mike Barry, a senior, went through a long application process and rigorous training to become a member of the Lexington Minute Men Company, an organization that honors the original militiamen of 1775 through reenactments and other events.

"They recently lowered the age requirement to 16," said Barry. "I contacted them and set up an interview. You get voted on as a member ... It's usually a two- to three-month process."

For training, Barry learned complex battle tactics and techniques for the reenactments of the Battle of Lexington and Concord. While the work may seem daunting, Barry is happy to be a part of the group.

"My dad's a member, and I'm interested in history," he said. "I like the work they do."

Teaching the town's local history to others has taught students a lesson of their own. Masha Traber, Battle Green guide and Liberty Ride coordinator, said she remembers how one former student guide was inspired by the job.

"She was impressed by how many people were into Lexington," said Traber. "She didn't realize how important the town's history was to so many people. Almost every president has mentioned the brave men who stood at the Lexington Green."

Foxlin agrees that tour guiding has allowed her to better grasp the value of Lexington's heritage.

"It definitely made me appreciate [local history] more," she said. "The Green's part of my childhood, people have died here ... Stuff like that makes it more interesting."

For many community members, youth engagement is a positive sign as Lexington celebrates its 300th anniversary. Sue Rockwell, chair of the Lexington 300th Anniversary Celebration Committee, wrote in an email that she hopes more students like Foxlin and Barry will be inspired to seek out opportunities to help preserve local history.

"Being a tour guide on the Green or at our historic houses [and] helping with the various organizations and their activities that promote our wonderful town is very rewarding," she wrote.

Traber agreed. "I hope [students] understand just what a historic town they live in."

Alumni Flashback: McKibben reflects on founding the debate team with Mr. Karras

■ **Bill McKibben**
Guest Columnist
Class of 1978

They say that everyone has one great teacher who points them in a new direction. For me, it was Ray Karras.

A history teacher of long standing at Lexington High School, he was famed for the rigor and depth of his classes. (Students would routinely say they found Harvard easy once they'd mastered his classes.) But more importantly, he was dearly devoted to the idea of formal argument, and so, the year I arrived at LHS, we started what grew into the debate team.

The current squad, used to traveling off around the country and the world, would barely recognize what we did in that first year or two. Our tournaments were small affairs in high schools dotted across New England. But under Mr. Karras' tutelage, we got steadily better, and by senior year, we had won the state championship for the first time in LHS history. (The basketball team won the state title the same week, but I don't think they've repeated quite as often since.)

Much of the rest of my career has drawn on the skills I learned in those days. In my work as a writer — first as a journalist at the Harvard Crimson and the New Yorker and then as an author of many books — the gathering of evidence has always been the baseline skill. I still write facts out on index cards and store them in shoeboxes, just as I did back in 1978. And since I now give upwards of 200 speeches a year, I'm also very grateful for the oral skills we learned from the debate team. Mr. Karras, for example, always urged us to resist the speed-talking that many debaters fall into.

Above all, it's the understanding of argument, which lay at the core of Mr. Karras' teaching, that has served me well. When I write a book, the hardest work for me is in the outlining phase, which can last up to weeks. It takes that long because I'm trying to get the argument straight, to make it clear, first to myself and then to everyone else, what I'm trying to say. A good book or speech hides that structure beneath anecdote and illustration, but readers and listeners are, I think, subconsciously aware of whether or not that structure is sound.

Of course, Mr. Karras was also extraordinarily devoted. He gave up his weekends year after year to ferry us around the region. He taught me to read the New York Review of Books, his favorite periodical, and it pleased me no end when I started writing for it many years later, because I knew he'd see my pieces.

Mr. Karras and I are in touch to this day. Though I enjoy his letters, it's really his voice in the back of my head that's been so useful. Mr. Karras taught me a way of seeing and making sense of the world, and I'm endlessly grateful to him for it.

Bill McKibben is an author, environmentalist and co-founder of the climate campaign 350.org.

End-of-the-year history videos made by former AP U.S. History students commemorate Lexington on big screen

■ **Alice Ren**
A&E Editor

Last May, AP U.S. History students created video essays about Lexington's history in anticipation of the town's 300th anniversary.

"Students were each given a topic connected with Lexington's history [to research] and ... a few resources that were provided by the teachers," said Matthew Gardner, a U.S. history teacher. "They were to take those resources, do some additional background research themselves and place the events that happened in Lexington's history into a larger historical context."

Video topics spanned nearly the entire time period of Lexington's existence, including the history of Lexington during WWII, iconic town buildings such as the Munroe Tavern and education reform in Lexington, among others.

The assignment was created with several goals in mind, including display in the 300th anniversary celebrations. The primary goal was for students to tie together local and national history, said Robert Collins, head of the social studies department.

"I think the videos are really impressive," he said. "They're really interesting, so hopefully it will be a way to demonstrate the quality of the work that we do here."

Both teachers and students appreciated the value of the project.

"I thought it was a good way to end the year ... It was entertaining to do, and I hope people like it," said Megan Vanderhooft, a senior whose group's video on Lexington during WWII was one of those selected.

"It's a different way of approaching things, making a documentary ... We had to present the information in a way that could also teach others," said Rebecca Weiser, who also worked on the WWII video.

Abigail Shenker, another group member, added, "I really liked it because the only topic we ever study about Lexington is the [Revolutionary War], or the shot heard 'round the world, that kind of thing, so it was really interesting to find out that we had more history."

Although the project was assigned last year to produce videos for the 300th anniversary celebrations, Collins said this is a project that the history teachers plan to continue.

The videos will be displayed for public viewing in March as part of the Lexington Public Schools' celebrations of the 300th anniversary.

"There's not a lot of opportunities for community members and parents to see the quality of student work," said Collins. "They see test scores, or SAT scores, that kind of thing. So this is an example to actually look at a product."

The Secret Lives of Students (Summer Edition)

Social Service
"I went to Lynn for a mission trip for our church."
Solomon Wang, freshman

Worldwide Wayfarer
"I traveled to DC with Operation Smile for ISLC 2012 and met some of the most inspiring people from all over the world, some of which I still talk to daily. They've motivated me to make a difference both internationally and in my community."
Alice Tan, junior

Death-defying Diver
"Indoor skydiving next to Niagara Falls. Fun and painful!"
Alicia Yeung, senior

Gangnam Guy
"I went to Korea, and I attended this Spanish academy that was in the middle of Gangnam. Of course there was a lot of 'gangnam style,' and before long, I was dancing to it."
Chris Cho, sophomore

Camping Crisis
"I went camping for the first time ever. It helped me learn that I do not like camping!"
Ethan Embry, sophomore

And the non-student...

Un-Directioner
"I went to a One Direction concert with my niece and learned more than I needed to about One Direction."
Anne Carey, teacher

SUMMER READING CORNER

FRESHMAN YEAR

ENGLISH
(Summer of 2011, 2012)
HAROUN AND THE SEA OF STORIES
(BY SALMAN RUSHDIE)
"I think it was a really thought provoking book that people didn't really understand. Its abstract nature distracted us of its deep insight into life."
~ Rohan Mudgal, sophomore

"I did not like the book at all and it just was not enjoyable reading it. I think a different book would be more appropriate for summer reading."
~ Lewis Mustoe, freshman

SCIENCE
(Summer of 2010, 2011)
THE WEATHER MAKERS
(BY TIM FLANNERY)
"It was interesting, but a drag to get through. Especially coming out of Middle School where you aren't used to reading such analytical text. All in all though, it definitely could have been worse."
~ Xyla Foxlin, junior

"I thought the book was informative and included a variety of data, but I wish we'd seen more of the other side of the argument; how can we comprehend others' objections and perhaps rebut against them effectively? I also found it a bit verbose."
~ Alexandra Ding, senior

SOPHOMORE YEAR

ENGLISH
ZEITOUN
(BY DAVE EGGERS)
"I was shocked and it made me question the veracity of the book. It confirmed my feeling of 'too good to be true.' I thought the book was well written and interesting, however."
~ Arjun Khandelwal, sophomore

"It was a very interesting book. I learned a lot from it, and it was easy to read, since it was told as a story. I actually wanted to keep reading!"
~ Briony Waite, junior

HISTORY
AN EDIBLE HISTORY OF HUMANITY
(BY TOM STANDAGE)
"It was sometimes boring, but it was better than When Asia Was the World. Some parts were dull, but other parts were good as well."
~ Sriramani Sivapurapu, sophomore

"This book was so poorly written and dull, I could not stand it. The overall idea of it was somewhat curious, but Standage's writing was so laborious to read that I could hardly stand it and didn't care if what he was writing about as long as if he stopped writing about potatoes and spices."
~ Alison Cameron, junior

JUNIOR YEAR

ENGLISH
THE AWAKENING
(BY KATE CHOPIN)
"At first, I did not at all enjoy it. I felt as if the that author was trying to be too into the feminist movement, and I despised the main character (Edna). However, when I decided to read it for a second time, I realized how psychological the book really is. It's a work of genius! I ended up loving the story."
~ Anindita Chanda, junior

"Aw, poor little rich girl who has a kind husband and gets to do whatever she wants still isn't satisfied? I would walk up to Edna and ask her, 'What did the five fingers say to the face?' and then *SLAP!* right into the ocean."
~ Cassie Lee, senior

INTO THE WILD
(BY JON KRAKAUER)
"I loved "Into the Wild." Although the main character was not particularly endearing, but the book's perspective into personal desire and responsibility was insightful."
~ Brittany Logan, junior

"It was not worth my time."
~ Miriam Lipshutz, senior

"Death by potato - wait, no, moldy seeds - or was it starvation? Selfish or brave, clever or ignorant? Our class debated his story with opinions as extreme as Chris McCandless' own."
~ Josephine Wu, senior

FROYO - PAGE 1

chocolate-chip cookie dough and brownie chunks, followed by a drizzle of caramel sauce.

Fruitée's frozen yogurt was a little richer than Ranc's, especially with the tasty toppings.. Fruitée offers 12 unique flavors like taro and green tea, so in terms of frozen yogurt, the selection here was better than at Ranc's. Unlike at Ranc's, where the cup sizes are predetermined and the staff serves the treat, Fruitée lets you self-serve and decide how much frozen yogurt and toppings you want. When you're satisfied, your treat's weight determines the price.

Orange Leaf Frozen Yogurt:

My last stop was Orange Leaf, an international chain store. I enjoyed the store's atmosphere, with its inviting neon green walls, white and orange furniture and the giant TVl. I filled my large orange cup with brownie batter-flavored frozen yogurt, the closest flavor to chocolate I could find. Much like at Fruitée, I piled on toppings and weighed my creation to pay.

Of the three stores, I concluded Orange Leaf had the best chocolate frozen yogurt. The flavor was the richest, with the chocolate standing out in each bite. Similar to Fruitée, there were many unique flavors to choose from, ranging from classic tart to lychee. Like Fruitée, Orange Leaf's abundance of flavor options and self-serve system make it a more customer-friendly venue.

The Verdict:

In the end, Orange Leaf took the title of best froyo place. Its chocolate frozen yogurt had a depth of flavor that left me craving for more and its bright setting convinced me to stay there long after finishing my treat.

Nevertheless, all three stores are wonderful places to satisfy a sweet tooth. As in the case of Fruitée and Orange Leaf, being able to choose how much froyo you want is a plus, and both shops have a wide assortment of flavors. Though Ranc's may not offer the same variety of frozen yogurt equal to those of Fruitée and Orange Leaf, its diversity of products as a whole makes it just as competitive.

CHICK-FIL-A - PAGE 2

Gender, race and sexual orientation are a world apart from healthcare or foreign policy. The latter are subjects central to political debate and the discussion would encourage discussion, not degradation of any one person's identity. However, marriage is another story. Marriage is a formal contract between two loving people. It follows that denying the legitimacy of same-sex marriage denies the legitimacy of their love and basic identity.

In context of women's rights and African-American rights, denying the legitimacy of someone's identity isn't acceptable; it's discriminatory. Chick-fil-A's support of "traditional" families is not a matter of free speech, it's a matter of inhumane discrimination, and I'm sure that corporations like Chick-fil-A know that. For people to create this kind of discrimination, support it or let it be is to negate every struggle and success in the history of human rights.

Each time, the subjugators and victims may be different, but all struggles against discrimination combat the same ill will and excuses. Allowing them acceptance now makes every human rights victory meaningless. There has to be a difference between technical acceptability under the First Amendment and social, and personal, acceptability in the context of who we are as people of the 21st century, what we stand for and where we draw the line in respecting human identity.

History has many stories to tell, but they all seem to be a variation of the same story, with the same justifications and the same stubborn people. The only difference is we believe this time around our prejudices may be justified.

OFFBEAT - PAGE 8

effort, but that's also what makes it so difficult. You have to get over yourself if you're having an off day because otherwise the whole team will just be brought down with you. I love swimming because it's individual, but everything you do benefits the team as a whole. Scoring points for your team is just as essential and just as big an accomplishment as winning first."

McCartin is currently on the Lexington High School girls' swim team and will return to the CRI girls' crew team. She plans to continue rowing even after high school.

"Colleges are looking for girls in crew," said McCartin. "To anyone who's going to try it, it's really fun, and you should definitely do it," she added. "It's really hard, but it's worth it."

MARBLE - PAGE 1

TMC's programs, editorial content and design and make non-binding suggestions for refinements."

Both Chari and Cameron found out about TMC through another SAB member, Mina Li, a recent LHS graduate who became involved with the magazine in high school.

"They were looking for people who wanted to work in the arts or have experience with the magazine and I thought it was really cool," said Chari. As part of an LHS a cappella group and orchestra, "to find a magazine that also publishes music was really cool."

"It's really interesting how the [directors] have given us a leadership role and actually want our opinions on things," added Cameron, who writes poetry and loves music.

Li joined the board as a senior, after publishing several works in TMC.

"I felt that it was important to give back to the magazine that had given me the support I so needed, and wanted to encourage other artists to continue with their work as well. I have been on the SAB ever since," she wrote in an email.

The SAB promotes creative arts education on equal footing with academic curriculum. Elliot wrote, "Involvement in the arts is linked to higher academic performance, increased standardized test scores, more community service and lower drop out rates. Business and school leaders are virtually unanimous in rating creativity as increasingly important in U.S. workplaces."

Li echoed the importance of creativity. "Creativity is extremely important to youth development and education. [It] allows us to expand our horizons and question what we see, to try and interpret the world around us in a different way than perhaps we have been taught to see it."

THANK YOU

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FOOD - PAGE 1

the district needed a food service management company partner to address more stringent regulations, deliver quality product[s] and support nutrition education in our schools," said Mary Ellen Dunn, assistant superintendent of LPS' business and finance operations.

The Healthy Hunger-Free Kids Act of 2010 requires food services to be healthier through higher quality meals with limited calories, saturated fats, trans fats and sodium.

"We definitely have a nutritious profile with a little more diverse foods," said Kevin Silvia, Lexington's food service manager for Whitsons. "We also have a lot of different options at the school. We're now offering Boar's Head deli meats, which is a little more of an upscale meat."

Already, Dunn has received mixed reviews from students.

"We are just beginning to hear both positive and negative feedback regarding the school lunch program," she said. "Some of the positive comments have been that the food tastes better and students like the variety. Some of the negative comments have been that the portions are smaller and that menu options have run out before the last lunch."

Many students have noted the latter aspects. Senior Bryan Chiakpo expressed his discontent with Whitsons meals.

"I have been disappointed with this lunch," he said. "I was excited with the [food] selection [at first], but it wasn't as good, unfortunately. The pasta and sandwiches overall are smaller than last year."

Dunn said the new national regulations restrict portion size, but the food service is looking to address the issue of limited third lunch choices. Silvia plans to work with students on the Cafeteria Advisory Board to enhance students' lunch experience.

"We are pushing to do everything as far as getting the most nutritional food that we can put out there," said Silvia. "I know there's a student council that deals with the cafeteria so I'm looking forward to meeting with them and getting some feedback."

BUS - PAGE 1

Laura Lasa, LHS principal. "Having said that, it will be a large adjustment for students to 'give up' the freedom of driving in order to adhere to a bus schedule."

To further encourage student bus ridership, LHS increased student parking fees. The price for a senior parking spot rose from $108 to $150 this fall, drawing criticism from many students.

"[The parking fee is] just not worth it," said Sara Wichlei, who won a senior parking spot in the lottery but declined the offer after learning about the increased fee. "Maybe it wasn't in the first place, but I would've paid [before the increase]. It would be a $42 difference [for one semester,] so $84 for the year. Saving $84 is a lot to me."

Rallying student opposition, senior class president Zach Strohmeyer led a petition to raise awareness and fight for change. Strohmeyer spoke before the School Committee in hopes of discussing the issue during public comment, but could not gain a serious hearing. Still, he met with Lasa to discuss solutions.

"We bounced some ideas off of each other about figuring out the best solution," he wrote in an email. "It was very beneficial and I am going to try to work with the [underclassmen as well] if it is something that they want to see changed in their time. Unfortunately for now, our grade has to take the hit of the big increase."

Despite the backlash, Dunn emphasized the changes' positive side.

"In the end, the money goes back to the revenue pool," she said. "Our job is to make value judgments that will benefit the most number of students."

INJURIES - PAGE 8

that Sheehan often deals with is concussions.

Danielle Marten, a senior varsity soccer and ice hockey player, and Abbey Brainard, a senior basketball and softball player, both worked with Sheehan to recover from their concussions.

"Immediately after the softball meet [in which I got a concussion], my coach told me to go see [Sheehan]," said Brainard. "After my concussion, my coach and trainer were so understanding of my situation and they are always free to talk to me."

Marten had a similarly positive experience.

"I went to Eamonn, the athletic trainer, to get concussion testing every other day, to know when I could go back to playing," she said. "After I passed the test, Eamonn would help get me in the game slowly [so] as to not injure myself."

Sheehan said he hopes to continue "develop[ing] a level of trust so that [athletes] come to us".

George and Murphy lead girls' JV and varsity volleyball teams

■ Sarah Zhang
Staff Writer

This fall, two new coaches are managing Lexington High School's girls' junior varsity and varsity volleyball teams after gym teacher Jane Bergin stepped down.

Anna George and Katherine Murphy, who teach ninth-grade English and 10th-grade world history, respectively, have taken on the responsibility of motivating students both in the classroom and on the court.

"I played competitive volleyball in high school and it was a really positive experience for me," Murphy said. "[It was] rewarding to see the growth that I made during my high school career."

George had similar thoughts. "I am coaching volleyball because I love the sport. When I decided that I was going to teach, I also knew that I would eventually want to try coaching as well."

Both coaches value the experience they will gain from working with the girls' volleyball teams this year.

"Even though we are only one month into the season, I feel like I have a better understanding of the school and the community as a whole," Murphy said.

"It is an excellent opportunity to get to know and work with students outside of the classroom and to get to know students from across grade levels," George added.

While Murphy is enthusiastic about her new coaching duties, she is cautious about the added strain that an athletic commitment may place on her.

"Coaching is a time commitment," she said, "so I have been learning how to balance my teaching responsibilities, coaching responsibilities and personal commitment."

So far, both coaches are impressed with the sportsmanship of their teams.

"We have a young team, but we have good leadership from a number of the upperclassmen," said George.

"Each of the girls brings [her] own talents and [personality] to the team," added Murphy. "This makes practice both fun and productive. They have really learned to trust one another on the court."

George aspires to continue fostering the close-knit volleyball community.

"My hope is that the girls will continue to grow as a team, working together on the court and really trusting one another," she said. "I want the players to have fun and win some games while having fun."

Her philosophy seems to be resonating with the students of the teams.

"Coach George and Coach Murphy have a more relaxed coaching method which [helps] because [the team members] can readily learn from our mistakes and maintain a positive atmosphere," wrote Priscilla Lee, a junior and the varsity team's setter, in an email. "The new coaches have helped us tremendously and it's always good when you can have multiple volleyball role models in your athletic career."

Already, the girls' volleyball season is well underway. The teams hosted their annual fundraiser, this year called Side Out for a Cure, in September to support cancer research. Lexington played against Winchester, with proceeds supporting Mass General Hospital's cancer program.

Staff photo by Arman Bilge

Anna George, an English teacher and coach of the varsity volleyball team, and Katherine Murphy, a history teacher and coach of the junior varsity volleyball team, converse before the beginning of a game.

Photo courtesy of McCartin family

Katherine McCartin, a junior, carries a rowboat alongside her team members.

Offbeat Athlete: Swimmer Katherine McCartin finds passion for rowing

■ Jamie Yang
Staff Writer

Katherine McCartin is an athlete whose sport requires a river, a shell and a team of at least four. Since her sophomore year, McCartin, now a junior, has rowed on the Community Rowing Inc. novice team in Brighton, Mass.

"I always wanted to do it," McCartin said, "Every time I saw [rowing] on TV or on the Charles [River] I'd always be like, 'Whoa, it looks so cool.'"

Last year, McCartin decided to pursue her curiosity by joining a rowing summer camp, where she found her passion in crew.

"I tried a two-week summer camp, and I really liked it," McCartin later wrote in an email. "[The first time] was so magical. The water was so smooth and the boat just sailed through it, slicing through the water and breaking the surface tension really delicately. The whole boat was moving as one person."

Now a member of the CRI novice team, McCartin spends about 12 hours a week in the spring practicing, along with the 20-minute drive to get to Brighton.

"In the spring, I think I was in five regattas just on the weekend, but practice is two and a half hours after school," McCartin said.

Even with only one year of experience, McCartin has already fostered a strong reputation for herself among the rowing community.

"Katherine was always on time for practice and ready to row," wrote teammate Jumana Dahleh. "She always had a good attitude and was kind to the whole team."

McCartin's dedication has paid off as she and her team came in first place in a sprint race held at the Charles River.

"I have a gold medal from an eight person row for a 2000 meter race," she said.

With her new sport, she now must juggle swimming, a sport which she had been previously involved in, and crew.

"It's really hard [to do two fall sports]. I skipped my second novice season [of crew in the fall] because of swim team last year."

Despite the hassle of having to trade off between two sports in the same season, she is determined to continue both throughout the year, as each has its unique benefits.

"Both are fun in totally different ways," McCartin said . "I love that crew is a team.

[OFFBEAT, page 7]

Sheehan is dedicated to helping students recover from, avoid sports injuries

■ Grace Ma
Sports Editor

Every day after school, a line snakes out of the athletic office, full of students who are waiting to meet with Eamonn Sheehan, the head athletic trainer at Lexington High School.

During school hours, Sheehan, department head of physical education and wellness, teaches various physical education classes such athletic training and CPR.

But when the clock hits 2:25 p.m., his day as an athletic trainer begins.

For the first hour and a half, Sheehan tapes and braces up athletes before their practices. His visitors include anywhere between 100 to 150 athletes per week, or 20 to 30 per day.

"Athletes are by nature competitive, they want to get back into the game," said Sheehan.

Sheehan, along with assistant athletic trainers Mike Gloor and Steve Cronin, provide exercise programs for athletes who have identified potential "red flags" that could lead to physical injuries.

After taping and bracing all of the athletes, Sheehan often stays in the office to assist during practice. Sheehan also covers many games, ready to intervene in case of on-the-spot injuries or accidents.

"We are the first responders to injury prevention," said Sheehan, who takes preventative measures a step further by working with athletes especially susceptible to certain injuries. "If we can prevent injury from happening, we try to do that."

Sheehan said that though he does not like to see the injuries involved, seeing the athletes he has helped transition from injured players on the sideline to active competitors back in the game has been wonderful.

Sheehan also said it allows him to form a more personal relationship with the athletes because trainers and athletes talk about the athletes' needs and work closely together.

To ensure that all of his athletes experience a smooth recovery, Sheehan keeps in contact with their coaches. He sends out notes with his athletes, sometimes followed by a personal meeting or an email to inform coaches about their athletes' limits on the field.

"They're [either] good to go back, or no, not good to go back," he said.

According to Sheehan, the most common injuries for athletes involve the ankle, shoulder and knee. Another injury

[INJURY, page 7]